

# New York State Charter School Report Card Comprehensive Information Report

BEDS Code : 34-30-00-86-0822  
 Name : Renaissance Charter School (The)  
 Principal: Monte Joffee

Grade Range : K-12

## Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	0	20	22
First	0	23	25
Second	0	23	23
Third	0	23	23
Fourth	0	25	23
Fifth	0	25	25
Sixth	0	50	50
Ungraded Elementary	0	0	0
Seventh	0	50	49
Eighth	0	49	50
Ninth	0	49	51
Tenth	0	53	47
Eleventh	0	44	52
Twelfth	0	40	36
Ungraded Secondary	0	0	0
Total K-12 Enrollment	0	474	476

## Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	62	13.1%	65	13.7%
Black (Not Hispanic)	0	0.0%	120	25.3%	126	26.5%
Hispanic	0	0.0%	193	40.7%	193	40.5%
White (Not Hispanic)	0	0.0%	99	20.9%	92	19.3%

## Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	45	9.5%	51	10.7%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	NA	NA	NA
Common Branch	NA	NA	NA
English Grade 8	NA	NA	NA
Mathematics Grade 8	NA	NA	NA
Science Grade 8	NA	NA	NA
Social Studies Grade 8	NA	NA	NA
English Grade 10	NA	NA	NA
Mathematics Grade 10	NA	NA	NA
Science Grade 10	NA	NA	NA
Social Studies Grade 10	NA	NA	NA

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
1	This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
64	All schools in this group are elementary level schools in large cities other than New York City. The schools in this group are in the lower range of student needs for elementary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Attendance and Suspension**

	<b>1998–1999</b>		<b>1999–2000</b>		<b>2000–2001</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		0.0%		94.1%		93.7%
<b>Student Suspensions</b>	0	0.0%	33	0.0%	11	2.3%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>1999–2000</b>	<b>2000–2001</b>	<b>2001–2002</b>
<b>Free Lunch</b>	0.0%	72.4%	45.6%
<b>Reduced Lunch</b>	0.0%	4.9%	13.7%
<b>Public Assistance</b>	0%	61-70%	51-60%
<b>Student Stability</b>	0%	0%	86%

**Staff Counts**

<b>Staff</b>	<b>2001–2002</b>
Total Teachers	34
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching out of Certification*	NA
Teachers with Temporary Licenses	NA

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	0	0	0%	0	0	0%	19	3	16%
Students with Disabilities	0	0	0%	0	0	0%	5	0	0%
All Students	0	0	0%	0	0	0%	24	3	12%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

## Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	14	5	1	0	3	1
Percent	58%	21%	4%	0%	12%	4%

## Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
5	0	0	5

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					0	0.0%
	Entered GED Program*					4	2.2%
	Total Noncompleters					4	2.2%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	0	0.0%	2	1.1%	0	0.0%
	Entered GED Program*	0	0.0%	2	1.1%	4	2.2%
	Total Noncompleters	0	0.0%	4	2.2%	4	2.2%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Regents Competency Tests

## General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	0	0%
Science	0	0%	15	87%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	5	20%	0	0%
U.S. Hist & Gov't	0	0%	6	50%	3	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	8	50%	2	#
Science	0	0%	3	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	3	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	0	53	61	0	7	10
Number Scoring 55–100	0	43	45	0	5	8
Number Scoring 65–100	0	27	36	0	4	4
Number Scoring 85–100	0	0	4	0	0	0
Percentage of Tested Scoring 55–100	0%	81%	74%	0%	71%	80%
Percentage of Tested Scoring 65–100	0%	51%	59%	0%	57%	40%
Percentage of Tested Scoring 85–100	0%	0%	7%	0%	0%	0%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	0	120	30	0	12	3
Number Scoring 55–100	0	78	17	0	8	#
Number Scoring 65–100	0	56	7	0	6	#
Number Scoring 85–100	0	9	1	0	1	#
Percentage of Tested Scoring 55–100	0%	65%	57%	0%	67%	#
Percentage of Tested Scoring 65–100	0%	47%	23%	0%	50%	#
Percentage of Tested Scoring 85–100	0%	7%	3%	0%	8%	#
<b>Mathematics A</b>						
Number Tested	0	40	112	0	4	14
Number Scoring 55–100	0	24	52	0	#	6
Number Scoring 65–100	0	20	35	0	#	4
Number Scoring 85–100	0	6	4	0	#	3
Percentage of Tested Scoring 55–100	0%	60%	46%	0%	#	43%
Percentage of Tested Scoring 65–100	0%	50%	31%	0%	#	29%
Percentage of Tested Scoring 85–100	0%	15%	4%	0%	#	21%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	0	76	57	0	9	4
Number Scoring 55–100	0	61	34	0	9	#
Number Scoring 65–100	0	45	21	0	4	#
Number Scoring 85–100	0	6	1	0	0	#
Percentage of Tested Scoring 55–100	0%	80%	60%	0%	100%	#
Percentage of Tested Scoring 65–100	0%	59%	37%	0%	44%	#
Percentage of Tested Scoring 85–100	0%	8%	2%	0%	0%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>U.S. History and Government (last administered January 2001)</b>						
Number Tested	0	12		0	0	
Number Scoring 55–100	0	6		0	0	
Number Scoring 65–100	0	1		0	0	
Number Scoring 85–100	0	0		0	0	
Percentage of Tested Scoring 55–100	0%	50%		0%	0%	
Percentage of Tested Scoring 65–100	0%	8%		0%	0%	
Percentage of Tested Scoring 85–100	0%	0%		0%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		37	68		3	14
Number Scoring 55–100		24	50		#	9
Number Scoring 65–100		16	40		#	7
Number Scoring 85–100		1	7		#	0
Percentage of Tested Scoring 55–100		65%	74%		#	64%
Percentage of Tested Scoring 65–100		43%	59%		#	50%
Percentage of Tested Scoring 85–100		3%	10%		#	0%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		89	21		12	1
Number Scoring 55–100		80	20		10	#
Number Scoring 65–100		62	19		8	#
Number Scoring 85–100		1	1		0	#
Percentage of Tested Scoring 55–100		90%	95%		83%	#
Percentage of Tested Scoring 65–100		70%	90%		67%	#
Percentage of Tested Scoring 85–100		1%	5%		0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		0	45		0	4
Number Scoring 55–100		0	33		0	#
Number Scoring 65–100		0	21		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		0%	73%		0%	#
Percentage of Tested Scoring 65–100		0%	47%		0%	#
Percentage of Tested Scoring 85–100		0%	0%		0%	#

(Form – G)

# Average Grade Enrollment

## All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	0	0	0	0	0
2001	48	54	42	40	46
2002	50	45	52	32	45

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

## Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	0	0	0	0	0
2001	7	8	5	3	6
2002	8	5	9	5	7

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	0	46	45	0	6	7
<b>Comprehensive Spanish</b>						
Number Tested	0	42	25	0	4	3
Number Scoring 55–100	0	39	25	0	#	#
Number Scoring 65–100	0	36	22	0	#	#
Number Scoring 85–100	0	24	5	0	#	#
Percentage of AGE Tested	0%	91%	56%	0%	#	#
Percentage of AGE Scoring 55–100	0%	85%	56%	0%	#	#
Percentage of AGE Scoring 65–100	0%	78%	49%	0%	#	#
Percentage of AGE Scoring 85–100	0%	52%	11%	0%	#	#
Percentage of Tested Scoring 65–100	0%	86%	88%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)



## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	0	46	45	0	6	7
<b>Sequential Mathematics, Course II</b>						
Number Tested	0	16	36	0	2	3
Number Scoring 55–100	0	10	11	0	#	#
Number Scoring 65–100	0	6	9	0	#	#
Number Scoring 85–100	0	2	1	0	#	#
Percentage of AGE Tested	0%	35%	80%	0%	#	#
Percentage of AGE Scoring 55–100	0%	22%	24%	0%	#	#
Percentage of AGE Scoring 65–100	0%	13%	20%	0%	#	#
Percentage of AGE Scoring 85–100	0%	4%	2%	0%	#	#
Percentage of Tested Scoring 65–100	0%	38%	25%	0%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	0	2	8	0	0	0
Number Scoring 55–100	0	#	2	0	0	0
Number Scoring 65–100	0	#	1	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of AGE Tested	0%	#	18%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	#	4%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	#	2%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	12%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	0	46	45	0	6	7
<b>Physics (last administered January 2002)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			51			4
Number Scoring 55–100			23			#
Number Scoring 65–100			20			#
Number Scoring 85–100			0			#
Percentage of AGE Tested			113%			#
Percentage of AGE Scoring 55–100			51%			#
Percentage of AGE Scoring 65–100			44%			#
Percentage of AGE Scoring 85–100			0%			#
Percentage of Tested Scoring 65–100			39%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			0%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%

(Form – M)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

On school reports, 1999–2000 and 2000–2001 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 1999–2000, 2000–2001, and 2001–2002 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2001</b>	General-Education Students	22	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	25	4%	0%	76%	20%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2002</b>	General-Education Students	32	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	36	0%	44%	53%	3%

(Form – N)

# New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Middle Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

## 1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	25	25	5	5	30	30
Number Scoring 55–64	3	5	2	1	5	6
Number Scoring 65–84	18	14	2	3	20	17
Number Scoring 85–100	1	2	0	0	1	2
Approved Alternatives	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	40	9	49
Number Scoring 55–64	3	0	3
Number Scoring 65–84	32	9	41
Number Scoring 85–100	3	0	3
Approved Alternatives	0	0	0

(Form – O)